**Reading with Children – Top Tips for Effective Reading Practise – Home**

* Create positive associations around reading and books with parents and career. Ideally this is established from infancy but you can start anytime by making reading together a nice activity to do together away from the rest of the household and where your child gets 1:1 attention. Make sure you read other books to your child as well as them practising their reading books with you.
* It is a good idea to have reading time as part of your daily routine some good times to consider are just before tea time or just after they’ve eaten; around bath time (before or after) or in the morning before / after breakfast – think about what fits in best with your family.
* Children should be reading for a short amount of time with a parent / carer at least 4 or 5 times a week in EYFS / KS1 and at least 3 times a week in KS2.
* Depending on the level of competency (like when children are first learning to read) and the length of the book and density of text, children should not be expected to read an entire book in every session – each session should only last approximately 10 minutes.
* When starting a new book, get the children to make a prediction about plot and style from front cover / title and ascertainwhy they think this. Once on chapter books, children can be asked to summarise the chapter they’ve read and predict what might happen next and similarly, at the end of the book, ask the child what they thought of it and why. This helps them to develop their own opinions and preferences in terms of books and genres.
* Whilst reading, help younger children to maintain their place by pointing below the words - often not moving on with your finger will gently indicate that the decoding is not correct and they will try again without need for verbal correction.
* In the Read Write Inc scheme books and many of the Oxford Reading Tree books, there are questions in the reading book itself to help children practise their comprehension skills at home. Please do talk to your children about these and help guide them to the answer if they have trouble.
* When reading, you can also ask a few retrieval and inference questions to help further develop comprehension skills – generic questions can be seen below.
* With older children who can decode accurately, you may only want to hear your child read aloud to you once a week but on other occasions could sit (ideally also reading) next to your child and ask questions as they go about what has happened, the tone of the writing, what techniques the author is using etc. You can also ask the children to make up their own retrieval and inference questions (and the answers) and share them with you.
* Encourage children to read other books as well as their school reading books – it can be especially nice for older children to read to their younger siblings!
* Always use lots of praise!

**Questions for Reading**

Example text: Paul stood **frozen** to the spot. All the hairs stood up on the back of his neck and he could feel his heart thumping in his chest. In front of him the dark shape swayed slowly side to side like an enormous boat bobbing on the waves. He could hear the sound of the rain battering on the dirty windows and the far away hum of traffic below.

**Retrieval questions** are literally finding specific information from the text – *What is the boy’s name? What is his heart doing? What is the weather like? Can you find an example of alliteration? Etc.*

**Inference Questions** are questions that examine motivation and implied meanings by both the characters and the writer. Children usually find these kinds of questions more difficult so remember you can also guide them through the process of working out the answer. The key to these questions is giving reasons / evidence for their answers. *Why do you think the word frozen is in bold? How is Paul feeling, how do you know? Find the word that suggests that Paul is high up and not on ground level. Can you think of three ways that the author is trying to make the reader feel worried?*

Ensure that you are not over questioning, you want the reading to flow well – aim for a question every page or two, depending on the length of text on each page.